

Teach West London as a DfE accredited Teaching School Hub, designs, leads and facilitates the development and delivery of Initial Teacher Training provision and is able to provide schools with expert advice and guidance.

From September 2024 Intensive Training and Practise (ITaP) is a new statutory element of Initial Teacher Training and this short guide is designed to support schools to understand the new requirements.

*Please note that the information provided in this guide is not specific to Teach West London as a school-centred ITT provider (*although we use examples from our provision to support your understanding*) but rather provides independent information for schools.

What is an ITaP?

Intensive Training and Practice (ITAP) is a focused component within Initial Teacher Training (ITT) programmes devised to bridge the gap between theoretical knowledge and practical application. ITaP elements are designed by ITT providers to ensure that trainees develop effective teaching practices grounded in research and evidence and concrete hands-on experience. Each ITaP should focus on a specific foundational aspect of learning for example questioning, modelling, transitions, feedback and behaviour routines.

It is different from the general ITT curriculum and school placement, as it provides intensive targeted practise. ITaP can take place in a training centre or virtually but must also include substantial exposure to classroom practice that is distinct from the standard school placement, such as a host school.

How long does an ITaP last?

Trainees will have to spend 20 days of their postgraduate training year on the ITaP component or 30 days on undergraduate routes. This is in addition to the 120 days of general school placements. DfE guidance states that the ITaP element does not need to be delivered in a single block but should be strategically place for maximum impact across the year. As an example, at Teach West London we have sequenced and structured our ITaP components to be delivered in blocks of 5 days across the ITT year.

Teach West London Primary ITaP			Teach West London Secondary ITaP		
Term	ITaP Focus	Number of days	Term	ITaP Focus	Number of days
Autumn 1	Managing behaviour: promoting a positive classroom environment with high expectations	5	Autumn 1	Lesson Planning	5
Autumn 2	Effective classroom practice: explanation and modelling	5	Autumn 2	Metacognition and Retrieval Practice	5
Spring 1	Reading for Pleasure	5	Spring 1	Questioning to establish and respond to what pupils know	5
Spring 2	Adaptive Teaching	5	Spring 2	Adaptive Teaching	5

What are the Key Features on an ITaP and what might it look like in practice?

A typical ITaP will include the following key features :

- **Initial Expert Input**

This is an introduction and analysis of the evidence base underpinning the specific area of practice.

- **Observations of Practice**

This could mean that trainees are observing practice through video or in class observations of expert colleagues.

- **Deconstruction of practice**

Opportunities are provided for trainees to break down elements of teaching and learning. Trainees are taught how to adapt and transfer what they have learned into classroom practice - learning how and when to use certain techniques. Trainees might utilise low stakes environments to practice before entering the classroom.

- **Opportunities for trainees to practise in the classroom**

This is an opportunity for trainees to practically apply their learning in a classroom context, gaining expert feedback on, and critical analysis of, their practice.

- **Expert feedback**

Expert feedback is a critical element of ITaP which supports trainees in understanding their strengths and areas for improvement.

At Teach West London we have used these recommended features in conjunction with the five-stage framework of introduce, analyse, prepare, enact and assess (Grossman 2011) to design and sequence our ITaP elements.

Below is an example how a Primary ITaP at Teach West London will work in practice.

Teach West London ITaP Case Study Managing Behaviour: Promoting a positive classroom environment with high expectations		
Day	Location	ITT Curriculum based teaching
Day 1	Training Centre	<ul style="list-style-type: none"> • Expert input • Reading and research • Video observation to analyse expert teaching • Analysis, deconstruction, remodelling and reflection of practice
Day 2	Training Centre	<ul style="list-style-type: none"> • Analysis of transcripts • Case studies • Co-planning • Scenario rehearsal • Facilitated feedback from lead mentor • Modification and planning for improvement • Delivery in peer groups
Day 3	ITaP Host School	<ul style="list-style-type: none"> • Introduction from host school – vision and values • Cross phase lesson observations in classrooms • Evaluation and reflection • Plan for placement school delivery
	This is where a host school would be needed!	A school could be hosting between 5 – 20 trainees
Day 4	Placement School	<ul style="list-style-type: none"> • Team teaching • Instructional coaching • Feedback with deliberate practice • Reflect and plan for improvement
Day 5	Placement School	<ul style="list-style-type: none"> • Lesson observation • Feedback and plan for improvement • Re-deliver • Assessment of trainee understanding

What is the value and benefit of an ITaP for a trainee?

- ITaP aims to enhance the practical skills and theoretical understanding of trainees, ensuring a positive, sustained impact on their practise.
- Trainees receive expert feedback on foundational aspects of teaching, learning and the curriculum to incrementally, enhance and improve practice.
- ITaP creates greater alignment between core training days and in school provision.
- ITaP provides more opportunities for trainees to observe, analyse and apply practise across a variety of schools and contexts.

What is the value and benefit for a school hosting an ITaP?

- There are significant **professional development opportunities for staff** in a school to contribute to the delivery and facilitation of an ITaP.
- Opening your doors and showcasing excellent practice could **support in school recruitment** when high-quality trainees are looking for their first ECT post.
- Utilising and showcasing teaching expertise within local schools **supports the retention** of trainees within an area.
- Staff in schools who host ITaP days **receive high quality training** and support that enhances and **impacts positively on wider practice**.
- Working with an external ITT provider and local schools creates a network of **collaboration** and best practice across and between boroughs.
- Schools who host ITaP days may be **reimbursed financially**.

Becoming an ITaP Host School

To support schools and ITT providers, Teach West London is gathering information on which schools are interested in hosting an ITaP in the future. If your school is interested in hosting a potential ITaP in the future, then please complete [this](#) short survey.

Alternatively, you can contact your / an ITT provider directly to enquire about opportunities to host ITaPs.

If you would like more information on any aspect of Initial Teacher Training, then please contact Teach West London:

Telephone: (0)20 3301 3180

Email: ITT@teachwestlondon.org.uk

If you would like to read more:

[DfE Policy Paper : Intensive training and Practice \(ITaP\)](#)